| **Name of program:** Preliminary Teaching License **-** Elementary Multiple-Subjects | | | |
| --- | --- | --- | --- |
| **Program Standards** | Report any courses, assessments, and/or clinical practices  that align to the required standards for the:  **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| **Courses** | **Assessments:**  *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| *Reading Instruction: Program Standards*  Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1st, 2nd, and 3rd-grade literacy and reading standards. | Courses | Assessments | Clinical Practices |
| *Reading Instruction: Program Standards*  Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3rd-grade. | Courses | Assessments | Clinical Practices |
| *Dyslexia Instruction: Program Standards*  Candidates demonstrate the ability to identify the characteristics that may predict or are associated with dyslexia.  Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.  Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | Courses | Assessments | Clinical Practices |
| *Dyslexia Instruction: Program Standards*  Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.  Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.  Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | Courses | Assessments | Clinical Practices |
| *Dyslexia Instruction: Program Standards*  Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.  Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.  Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | Courses | Assessments | Clinical Practices |
| *Dyslexia Instruction: Program Standards*  Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.  Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.  Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Subject Test*  The program requires candidates to complete the Commission-approved test for Elementary Multiple-Subjects. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Clinical Practices*  The program requires candidates to complete field experiences that include supervised teaching or internships in Elementary Multiple Subjects classrooms. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License- Elem MS/****Cultural Competency and Equitable Practice*  The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program. | Please provide a narrative section for this item. | | |
| ***Preliminary Teaching License-Elem MS/****Learner Development*  The teacher understands how children learns grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Learning Differences*  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Learning Environments*  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Content Knowledge*  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Application of Content*  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Assessment*  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Planning for Instruction*  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Instructional Strategies*  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/****Professional Learning and Ethical Practice*  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License-Elem MS/*** *Leadership and Collaboration*  The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10] | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License- Elem MS: Development, Learning, and Motivation Standard***  — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License- Elem MS: Curriculum Standard/***Reading, Writing, and Oral Language  — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/***Science  — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard*/** Mathematics  — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Social studies*  — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | Courses | Assessments | Clinical Practices |
| ***Preliminary Teaching License - Elem MS***: ***Curriculum Standard****/ The Arts*  — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Health education*  — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Physical Education*  — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Elementary Multiple-Subjects: Instruction Standard/****Integrating and applying knowledge for instruction*  — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Adaptation to diverse students*  — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Development of critical thinking and problem solving*  — Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Active engagement in learning*  — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Communication to foster collaboration*  — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Assessment Standard/*** *Assessment for instruction*  — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Professionalism Standard/****Professional growth, reflection, and evaluation*  — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |
| ***Preliminary Teaching License - Elem MS: Professionalism Standard/*** *Collaboration with families, colleagues, and community agencies*  — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. | Courses | Assessments  Teacher Performance Assessment | Clinical Practices |